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THE ELEANOR ROOSEVELT CENTENNIAL
1884-1984

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A Curriculum Handbook

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No one can make you feel inferior without your consent.

—ELEANOR ROOSEVELT

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FOREWORD

*Where, after all, do universal human rights begin? In small places, close to home—so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual persons; the neighborhood he lives in; the school or college he attends, the factory, farm or office where he works. Such are the places where every man, woman or child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.—Eleanor Roosevelt, *The Great Question*, United Nations, 1958.*

ELEANOR ROOSEVELT MARCHED TO an inner vision that life could be made better for humanity and that the job begins with the individual. Although of a generation that stressed conformity to social norms—ones that were particularly restrictive for women—she responded to her conscience: to do what was right rather than what was socially expected. She believed that the way to make democracy work was to go to where the trouble was and see what could be done. When she said words like “freedom” or “justice,” she backed them with the integrity of a lifetime.

Scarcely an aspect of the social reform legislation of the 1930s and '40s did not bear her influence. Human rights, racial and sexual equality, youth leadership, the struggle against hunger, poverty and prejudice, the rights of the handicapped—all were causes with little substance until she, acting on her private conscience, brought them into full view as a public figure. In the 1950s the often intractable assembly of nations seeking a seemingly elusive peace under the aegis of the United Nations was strengthened by her insistence that peace could only be achieved through universal human rights and international cooperation.

Yet Eleanor Roosevelt was not a social theorist. No matter how elevated and deserving the praise during her life and after her death, she was simply a human being who believed that to act upon one's convictions was a moral imperative.

What seems extraordinary about her life—speaking out against racial discrimination when it was extremely unpopular for her to do so, for example, or combining a woman's traditional role as wife and mother with greater self-determination and increased political and economic status—seems to us, with several decades of perspective, almost an expectation. Yet when Eleanor was 16, women of her social standing were expected to meet standards narrowly defined by physical beauty and gentility and, by these attributes, win a husband. When she was 36, women voted in a national election for the first time. In her 40s, blacks were still lynched in the South and were refused equal access to schools, courts, hospitals, jobs and housing. Prior to her husband's presidency, few First Ladies went farther than the White House Rose Garden. Eleanor's travels—without FDR and to places to which few women ventured—are renowned, their purposes unprecedented. Largely at her urging, she saw the first appointment of a woman to a cabinet post—Frances Perkins, President Franklin D. Roosevelt's Secretary of Labor. As First Lady, as a citizen and as a journalist, Eleanor symbolized the ease and capability with which women could serve in government or any other profession when given the opportunity.

In the past—and even in some study materials today—historians and textbooks have presented Eleanor Roosevelt as a model of a woman who tailored her career to the traditional vision of women as helpmates to their husbands, focusing on her service to FDR and his administration. This view is both incomplete and narrow. It perpetuates the concept of women merely as contributors to areas or movements dominated by men, rather than as themselves the progenitors of social change. However, in recent years—and in the design of this centennial—Eleanor's life and the lives of other notable women have gained the autonomy they deserve, largely because of the recent renaissance of interest in the history of women and the insistence by educators and others on ridding all classroom study and materials of gender bias and stereotypes.

Why should young people study Eleanor Roosevelt? Her life and works are the simplest justification, best perceived directly from her own writings, speeches and other expressions of her humanitarian philosophy. Her views and actions can be realistically emulated by young women as well as young men. Her life is not distant, but part of our own parents' and grandparents' memories. Her example can be used to teach about social reform, protective legislation for female workers, trade unionism, progressivism, democratic politics, women's rights, social, cultural and moral values, economic reform, international politics and much more.

"Your philosophy of life is the choices you make," she wrote. Her energetic work for social justice and human rights made it possible for people seemingly trapped by the circumstances of race, sex, handicap or national origin to see that they, too, had choices, not limitations—new possibilities, not resignation. Because that concept is neither bound by a lifetime or a few generations, the significance of Eleanor Roosevelt as one of the outstanding people of the 20th century has even greater meaning.

THE ELEANOR ROOSEVELT CENTENNIAL

1884-1984



Norma Keil of Conrad, Montana, holds a poster commemorating the Eleanor Roosevelt Centennial. (Photo by Stuart S. White, courtesy of the Great Falls Tribune.)

OCTOBER 11, 1984 MARKED THE 100th anniversary of the birth of Eleanor Roosevelt, one of the greatest women of our time.

In 1983, Congress passed a joint resolution honoring this remarkable woman and establishing a centennial commission to generate greater awareness and appreciation of a life tirelessly devoted to social justice and human dignity. The Eleanor Roosevelt Centennial Commission, with an advisory council of representatives from each state, launched activities throughout the country. Val-Kill, Eleanor's home at Hyde Park,

New York, was designated a National Historical Site, and a commemorative postage stamp bearing her picture was issued at its opening. In the fall of 1984, the Smithsonian's Museum of American History presented a special exhibit, "Eleanor Roosevelt: First Person Singular." Several books, including a "centenary remembrance" by one of her sons, were published to give new focus to her life and philosophy. Curriculum materials were published by the National Women's History Project, which provides educators and others with excellent resources on women, not just for special events, but as part of an ongoing effort.

In Montana, the Office of Public Instruction, Montana Education Association, Montana School Boards Association, and the Governor's Office have cooperated on various projects to stimulate schools' involvement in the centennial and, more important, in the study of Eleanor Roosevelt in the classroom. One project is this curriculum guide, which gives background information and preliminary guidance for incorporating this important American into school curricula. It is by no means a complete unit, but a starting resource for a unit of a teacher's own design.

The handbook contains biographical information, a description of Eleanor Roosevelt's visits to Montana, recollections of Montanans whom she inspired and brief highlights of the Roosevelt era. It also gives a comprehensive listing of printed and media resources, ideas for classroom activities and guidelines for commemorative contests for K-12 and special education students.

We celebrate the Eleanor Roosevelt Centennial for a variety of reasons: to reiterate the causes she espoused, to rekindle our admiration for a life lived with a profound commitment to personal convictions and to recognize her vital contributions to our lives and our country's history. She served as a role model for the women of her time and continues to inspire all young people.

Indirectly, the centennial also offers an occasion to renew our commitment to the study of history with the inclusion of all those who made it—men *and* women, of all races—and to restate our intolerance for educational materials that promote stereotype or bias or do so by omission. That same redefinition of our traditional treatment of history also recognizes that Eleanor Roosevelt and others who have marked the times are not forgotten after their deaths, centennials or special commemorations, but instead remain an integral part of everyone's education.

THE LIFE OF ELEANOR ROOSEVELT

As a son, I am profoundly conscious of the fact that Mother exerted an enormous influence on the world in which we live today. In all my contacts with her throughout her life, I came to realize that her love for her fellow human beings was not confined to her loved ones, friends or even acquaintances. She was constantly reaching out a hand of friendship and compassion to all people who came in contact with her.

ELLIOTT ROOSEVELT
Eleanor Roosevelt, With Love
A Centenary Remembrance
1984

You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, "I lived through this horror. I can take the next thing that comes along"...You must do the thing you think you cannot do.

ELEANOR ROOSEVELT
You Learn By Living
1960

We should always try to recognize the actual worth of a human being as such and, where opportunities have not been present, make allowances and work toward a world where every individual may have the chance to develop his abilities to the greatest possible extent.

ELEANOR ROOSEVELT
Ladies Home Journal
June 1941

No woman of this generation and few in the annals of history have so well understood and articulated the yearnings of men and women for social justice.

JAWAHARLAL NEHRU
Prime Minister of India
1962

CHRONOLOGY

Perhaps the most important thing that has come out of my life is the discovery that if you prepare yourself at every point as well as you can, with whatever means you may have, however meager they may seem, you will be able to grasp opportunity for broader experiences when it appears.—Eleanor Roosevelt, *The Autobiography of Eleanor Roosevelt*.

THE EARLY YEARS

- 1884 October 11, Anna Eleanor Roosevelt born to Anna (Hall) and Elliott Roosevelt in New York City.
- 1892 Eleanor's mother dies. Eleanor and her brothers, Hall and Elliott, are sent to live with their Grandmother Hall. Elliott dies several months later.
- 1894 Eleanor's father dies.
- 1899-1902 Eleanor attends Allenswood, a girls boarding school in South Fields, England.
- 1902 Volunteers for Junior League, teaching calisthenics and dance at the Rivington Street Settlement House in New York. Works with National Consumer's League, investigating conditions and worker safety in garment factories and department stores.
- 1905 Marries Franklin Delano Roosevelt. (Her last name does not change.) Becomes the mother of six children: Anna, born 1906; James, born 1907; Franklin Jr., born 1909, died seven months later; Elliott, born 1910; Franklin Jr., born 1914; and John, born 1916.
- 1917 Joins Red Cross canteen. Involved in organizing Navy Red Cross. Instrumental in initiating improved conditions at St. Elizabeth's Hospital, Washington, D.C. Helps start occupational therapy work program for servicemen. Persuades Red Cross to build recreation rooms for servicemen.
- 1920 Joins board of League of Women Voters. Responsible for reports on national legislation of interest to League.
- 1921 FDR stricken with polio.
- 1922 Joins Women's Trade Union League to work for the maximum hour rule and minimum wage law for women. Meets Marion Dickerman and Nancy Cook, the start of a close friendship and later a business partnership. Becomes finance chair of the Women's Division of the State (New York) Democratic Committee; does organizational work and prints a newsletter.
- 1924 In charge of committee that presents planks of interest to women to the Resolution Committee of the National Democratic Convention. Helps organize state campaigns.
- 1926 Val-Kill—Eleanor's Hyde Park, New York, cottage—is completed.
- 1927 Starts Val-Kill Industries, a humanitarian experiment to stem the flow of youth from rural to urban areas by offering them employment during the slack farm season. Her partners are Nancy Cook and Marion Dickerman. A furniture factory is built near Val-Kill cottage for the enterprise.
- 1928 Involved in organizing support among women for Presidential candidate Al Smith. Assists with her husband's successful campaign for Governor of New York. Instrumental in getting Frances

Perkins (who later became U.S. Secretary of Labor) appointed as New York State Commissioner of Industry.

1930 FDR elected to second term as Governor of New York.

PARTNER OF THE PRESIDENT

1932 Campaigns successfully for FDR as President. She holds regular press conferences that allow only women reporters, believing it will help them keep their jobs during the Depression and possibly open more jobs. These press conferences provide a forum for women's concerns. Mary McLeod Bethune, black American educator, is one of the many women whom she introduces to the press.

1933 Sponsors the "Arthurdale Project," an experiment in Reedsville, West Virginia. The federal government resettles mining families, provides housing and tries to attract new industry to train and employ the miners.

1936 Begins writing "My Day," her own column in daily newspapers across the country. Gives lectures and speeches on the radio on issues involving the poor and disadvantaged, using much of the information she gathers on her fact-finding trips for President Roosevelt.
Val-Kill Industries is dissolved.

1939 Resigns her membership with the Daughters of the American Revolution when it refuses to allow Marian Anderson, a black opera singer, to perform in the DAR Constitution Hall in Washington, D.C. Eleanor arranges for Anderson to perform instead on the steps of the Lincoln Memorial. She speaks out against the lynching of blacks and argues to eliminate discrimination in the armed forces and defense plants.

1941 The U.S. enters World War II.

1941-42 Eleanor serves in the Office of Civilian Defense for New York City under Mayor Fiorello La Guardia.

1942 Travels to England to observe the role of British women in the war effort.

1943-44 Travels to the Pacific and Caribbean to visit military and Red Cross installations.

1945 FDR dies in Warm Springs, Georgia.

THE YEARS ALONE

1946 Turns Springwood, FDR's home, over to the federal government for historic preservation. Val-Kill becomes her permanent home.

1946 Member of the U.S. delegation to the United Nations. Chairs the Commission on Human Rights.

1948 Receives a standing ovation when the Universal Declaration of Human Rights passes the UN General Assembly. She served as chair of the committee that drafted the declaration.

1950-62 Hosts TV talk show later entitled *Prospects of Mankind*.

1952-62 Travels to India, Pakistan, Middle East, Greece, Yugoslavia, Japan, Morocco, Belgium, Russia and other countries to study their customs and standards of living.

1953 Resigns from her UN post when Dwight D. Eisenhower becomes President, giving her last speech on the international rights for women. Works for the American Association for the UN to gather public support for international cooperation.

1959 Launches her new career as visiting lecturer at Brandeis University.

1960 Becomes involved in the Presidential campaigns of Adlai Stevenson, then John F. Kennedy.

1961 Member of the U.S. delegation to the Special Session of the UN General Assembly. Serves on the Advisory Council of the Peace Corps. President Kennedy appoints her chair of the first national Commission on the Status of Women.

-
- 1962 Testifies at a Congressional hearing as a proponent of equal pay laws for women.
On November 7, she dies at age 78 in her home in New York City. She is buried next to her husband at Hyde Park, New York.
- 1972 The Eleanor Roosevelt Gallery and wing in the Presidential Library at Hyde Park is opened to the public and dedicated in her memory.
- 1977 Congress authorizes the Eleanor Roosevelt National Historic Site to preserve her home at Val-Kill.
- 1983 Joint Congressional resolution honoring Eleanor Roosevelt and establishing a centennial celebration of her birth.
- 1984 Eleanor Roosevelt Centennial commemoration.
-

THE LIFE OF ELEANOR ROOSEVELT

1884-1962

Her life demonstrated steadfast and abiding concern for her country, for her sex, for democracy as a way of life and for the human rights of the abused and injured around the planet. She believed in hard work, self-discipline, civility, decency and goodness. She believed, above all, in individual responsibility.—Arthur Schlesinger, Jr.

THE EARLY YEARS

ANNA ELEANOR ROOSEVELT WAS born in New York City on October 11, 1884, the first child of Elliott and Anna Hall Roosevelt.

The society into which she was born measured women by the narrow standards of physical beauty and grace, not by their ability to think or draw on inner resources. Convinced at a very early age that she was odd, awkward and unattractive, she thus felt that she had bitterly disappointed her parents. "My mother was troubled by my lack of beauty," she wrote in her autobiography, "and I knew it as a child senses those things." Her mother was also distant and preoccupied with her unstable, alcoholic husband. Eleanor was often parceled out to relatives in a succession of exiles—to be "out of the way," for instance, when her younger brothers were born.

When Eleanor was eight, her mother and one of her brothers died. Her father's death two years later left her in the care of her maternal grandmother, Anna Hall, in Tivoli, New York. Her legal guardian, however, was her father's older brother, Theodore Roosevelt, who later became President.

Later in life, Eleanor recalled her childhood as a bitterly lonely one and a source of her shyness and sense of inferiority as a young adult. Yet by rejecting the superficial standards the society of her youth set for women, as well as putting personal tragedy behind her, she eventually was able to overcome these traits with courage and the conviction that what she could do for others was far more important than her own difficulties. This insight was evident very early, as she wrote when she was 16: "Those who are not looking for happiness are the most likely to find it, for those who are busy searching forget that the surest way to be happy is to seek happiness for others."

Eleanor's education at Allenswood, a girls boarding school near London, England, reinforced her predisposition to think for herself. Marie Souvestre, the school's headmistress, not only assured Eleanor a

fine, basic education, she also indelibly impressed the young woman with her own intellectual independence and self-reliance.

In the spring of 1905, Eleanor married Franklin Delano Roosevelt, her fifth cousin. Her name did not change. For the next few years, the Roosevelts were occupied with childrearing. Between 1906 and 1916, they became the parents of six children: Anna, James, Franklin Jr. (who died at seven months), Elliott, Franklin Jr. and John.

These years were also marked by greater involvement in public service. Franklin left his private law practice in 1910 to serve in the New York Assembly. In 1913 he was appointed Assistant Secretary of the Navy in Washington, D.C. Soon after America's entry into World War I, Eleanor became a Red Cross volunteer and helped organize hospital care for servicemen. She continued her strenuous volunteer activities after the war ended in 1918, campaigning for Democratic Party candidates, serving on the board of the League of Women Voters and working with the International Congress of Working Women, a 19-nation organization concerned with working conditions for women.

From the very beginning, her working style was apparent. She approached all aspects of political work or social reform with the faith that a single individual could make a difference, and that direct individual contact—a visit to a factory, a ghetto or a settlement house, a talk with a tenant rather than a landlord, a prisoner as well as an administrator—was more important than studying the world's problems from a distance. She was to maintain this style throughout her life, in all the causes she so successfully championed.

With her friends Nancy Cook and Marion Dickerman, Eleanor built a furniture factory at Val-Kill, near the Roosevelt's Hyde Park, New York, home. Val-Kill Industries was designed to help local farmers and their sons stay on the land and earn a living during the slack farm season. The humanitarian enterprise was dissolved 10 years later, but the cottage at Val-Kill remained Eleanor's favorite home and her permanent home after her husband's death. It is now a National Historic Site.

Her war work, involvement in state politics and activism for the causes of women and the less fortunate were Eleanor Roosevelt's first steps towards a life independent of her roles as wife and mother. Although her husband usually was the one in the limelight—and would be to an even greater extent as President—Eleanor's social and political interests were her own. In the 1920s this was not a typical course for a woman. The "women's movement" as such was still decades away, and women had neither the access to professions nor the options which they have today. The 1920 election, in fact, was the first national election in which women could vote. Yet Eleanor's life already was tirelessly devoted to causes with a far broader context: social justice and the basic dignity of all human beings.

In 1921 Franklin Roosevelt was stricken with polio. It left him partially paralyzed and convinced that he would spend the rest of his life as an invalid. At the same time, Eleanor became more and more active in public service, as a stand-in for her husband, to encourage his recovery and to assert her own personal goals.

Eleanor Roosevelt's biographer, Joseph Lash, has noted that the chroniclers of the Roosevelt era generally assumed that her emergence into the public arena was primarily to help her husband. Rarely noted, however, was the fact that her work rested on its own merits, reflecting her capable leadership, effective organization, modesty, fairness and sincere dedication to the public good. "She became known for the honesty and vigor of her opinions," wrote Lash in *Eleanor and Franklin*. "She accepted responsibility because there was a job to be done." The strength of her activism for international peace, the rights of women and minorities, the plight of the poor and other social issues would, in fact, exert a profound influence on her husband's views and the national agenda he would later enact as President.

In the early 1920s, Eleanor not only cared for Franklin during his illness, ran a household, looked after five children and maintained contacts with her husband's business and political associates, she took on even

more outside activities. She joined the Women's Trade Union League to work for the maximum hour rule and the minimum wage law for women. She was a working member of the Democratic Women of New York State and finance chair of the state Democratic Committee. She gave speeches to help re-elect New York Governor Alfred Smith and lobbied for legislation affecting women and children. Her example so revitalized Franklin, he began a long and often painful effort to rehabilitate his paralyzed legs in order to once again pursue his career.

In *Eleanor Roosevelt With Love: A Centenary Remembrance*, the Roosevelts' son Elliott summarizes this period: "Mother had won the first great triumph of her life. My father was no longer a man who believed his life was over. He now wanted to go forth and challenge the world, no matter the handicaps...[He] was entering into the second great period of his life, and she was the one responsible.

THE PRESIDENT'S PARTNER

THE FACE OF AMERICA WHEN Franklin Roosevelt took office as President in 1933 was one of dire poverty. The country was in the depths of the worst economic depression in memory. Millions were out of work—25 to 30 percent of America's work force. People and businesses were going bankrupt, farmers could no longer afford to maintain their crops and livestock, and banks foreclosed their property. Thousands of young men wandered around the country in search of work, and families from the drought-stricken southwestern states, known then as the Dust Bowl because of severe soil erosion, headed west to find employment, only to end up without home or income in stark migrant camps with hundreds of others.



"Soup kitchens" such as this one at the Salvation Army in Butte (1939) were common during the Great Depression.

After two terms as Governor of New York, Roosevelt was inaugurated as President of the United States in March of 1933. He immediately set about to put Americans back to work with sweeping economic recovery programs known collectively as the New Deal—among them the Civilian Conservation Corps, Farm Security Administration, Public Works Administration and other job programs. He established relief programs for the poor and restructured banks under the Federal Deposit Insurance Corporation.

In order to make such programs effective, he needed reliable information about conditions around the country. Burdened with the duties of a crisis presidency and unable to travel extensively without physical discomfort, he needed capable “eyes and ears.” For the first time in history—and undoubtedly because of the personality of the one who ultimately fulfilled the task—the First Lady broke precedent and became more than a social hostess. She traveled for the President and reported on what she saw. Elliott Roosevelt writes of his mother:

One day she would be in the coal fields of West Virginia, next she was visiting the steel mills in Pennsylvania, then Father would send her through the grain fields of the Middle West...Always she asked questions of workers and farmers, factory operators and union leaders, and always she made it a point to visit the wives and children...As she gathered information, every night she would sit down at her portable typewriter and peck out long reports to Father of what she had learned that day...

The steady flow of information that Mother was sending back to Father at the White House began to help him in formulating programs that would help people bring order back to their lives.

Eleanor also saw and reported on widespread discrimination against women and minorities. She visited factories where women worked long hours for very little pay. She witnessed the second class citizenry of blacks in the South—denied equal opportunities in work, compensation, education, housing and even a seat in a restaurant. Her efforts to correct such inequalities helped sow the seeds of a major civil rights movement.

Eleanor’s understanding of racial relations came not only from her extensive firsthand observations, but also grew from her lifelong friendship with black educator Mary McLeod Bethune. Bethune was president and founder of Bethune-Cookman College in Florida and an FDR appointment as head of the Office of Minority Affairs, the first black woman to reach such a high position in government. From Bethune Eleanor gained a better understanding of both blacks and southern politics, an understanding that undoubtedly enhanced her efforts against racial and sexual discrimination.

Those efforts were not an abstraction, but exemplary. She held press conferences that allowed greater attendance by women reporters, provided a forum for women’s concerns and gave women an opportunity to exhibit their professionalism. In 1939 she attended a meeting of the Southern Conference on Human Welfare and placed her chair to straddle the aisle that separated blacks and whites. That same year she resigned as a member of the prestigious Daughters of the American Revolution when it refused to allow Marian Anderson, a black opera singer, to perform at Washington’s Constitution Hall. Instead, Eleanor arranged for Anderson to sing on the steps of the Lincoln Memorial. Her personal act of conscience was a dramatic and very public statement against racial discrimination.*

Eleanor’s advocacy of human rights was often aired in her syndicated newspaper column, “My Day,” in a monthly column in the *Ladies Home Journal* and in the many books she would write over the next 22 years. Her opinions attracted a great deal of positive attention as well as controversy. Yet, according to family and friends, she was undaunted about expressing the deep-seated principles in which she believed. The lack of privacy afforded a public figure was far more disconcerting to her, they said. Nevertheless, both the President and First Lady recognized that the times demanded leadership and confidence in government. They made the U.S. presidency accessible and inspirational.

*For details about this event, see “*Eleanor Roosevelt Resigns from the DAR: A Study in Conscience*,” page 22.



MONTANA HISTORICAL SOCIETY

U.S. Army Corps of Engineers dam project at Fort Peck, Montana, one of President Roosevelt's many federal water projects of the 1930s. The photo shows the diversion tunnel under construction in 1935.

WAR AND LOSS

PRESIDENT ROOSEVELT WAS re-elected in 1936 and was able to devote more time to the deteriorating situation in Europe, where Hitler's aggressions were causing severe international tensions. In 1939, England declared war on Germany. FDR made every effort to keep the U.S. out of the conflict but at the same time strengthened the nation's armed forces. Many women were part of this industrial mobilization, as factory or assembly line workers. The acceptance of women into the mainstream work force gave Eleanor great satisfaction, as she continued to advocate equality in employment.

In 1940 FDR was elected to an unprecedented third term. A year later, the U.S. entered World War II. Eleanor's work during the war years included, on the home front, an assistant directorship of New York City's Office of Civilian Defense and several trips overseas to observe the work that women were doing in the war, visit U.S. troops and, as always, relay current news to the President. Her unofficial ambassadorship took her to Europe, the South Pacific, Australia, New Zealand, the Caribbean and Latin America. Her firsthand look at the ravages of war—in lives and property—was to be an unforgettable source of her lifelong commitment to world peace.

In January of 1945, FDR was again sworn in as President, determined to remain at the helm until the U.S. and its allies victoriously saw the end of the war. However, his fourth term ended within a few months when, on April 12, he died at Warm Springs, Georgia. The war ended five months later.

Eleanor's personal thoughts at the time of her husband's death were not of her own sorrow, but of the world's great loss. "I am more sorry for the people of this country and the world than I am for ourselves,"

she reportedly said when given the news of FDR's death. She later wrote in *This I Remember* that she felt "Franklin stands in the memory of people as a man who lived with a great sense of history and with a sense of his obligation to fulfill his part as he saw it."

She saw herself as part of that history, but in a more removed and characteristically modest way. "It was almost as though I had erected someone outside myself who was the President's wife," she wrote. In the eyes of many, her work was indeed inseparable from the Roosevelt administration. Yet the qualities that had sustained her for 13 years in the White House were those in her own right. On her own and speaking for herself, they left their mark on the times.

ON HER OWN

WHILE THE FATE OF most First Ladies was to slip into quiet obscurity after their husband's death, few believed that Eleanor's would be the same. The end of the Roosevelt administration, in fact, posed a new problem, observed *Life* writer Geoffrey T. Hellman with a touch of humor—"what to do with an ex-First Lady. This question has not existed before because no President's wife has ever before made a career of the First Ladyship. In any case, Mrs. Roosevelt can be counted on to solve the problem better than most ex-Presidents have solved the problem of what to do with ex-Presidents."

In 1945, at age 61, Eleanor Roosevelt epitomized the remarkable flexibility of human nature. "She had overcome so much, turned so many difficulties into points of growth," wrote Joseph Lash in *Eleanor: The Years Alone*. He continued:

She had emancipated herself from the insular and caste-minded society into which she was born...She had established a unique relationship of independence and partnership with her husband. A homely adolescent with a deep sense of inadequacy because of her physical plainness, she had grown into a woman of poise, dignity and gracious beauty...She for whom speaking had been an ordeal had become one of the most self-possessed and moving speakers in public life.

After FDR's death, Eleanor resumed her work for world peace and human rights—ideals that she herself had championed for so long and which were a crucial component of the Roosevelt administration for nearly two decades. In 1946 President Harry S. Truman appointed her to the five-member U.S. delegation to the United Nations, a position she held until 1953. While many objected to her appointment, Eleanor proved to be a capable, tough team member interested in establishing the UN as an instrument of world peace above all else.

Even her views on equal rights for women were part of that larger perspective. "I am sorry that Governments in all parts of the world have not seen fit to send more women as delegates, alternates or advisors to the [UN] Assembly," she commented in her newspaper column. "I think it is in these positions that the women of every nation should see that equality exists." Rather than as a special group apart from the mainstream, as some had proposed, she preferred to see women working with men on an equal basis to frame UN policies.

In December 1948, the UN General Assembly unanimously adopted the Universal Declaration of Human Rights. Eleanor Roosevelt was given credit for hammering out the agreement on the document's wording and relaying its importance to her fellow delegates. The declaration essentially reaffirmed the rights of all men and women to equality, freedom and the pursuit of happiness—ideals deeply embodied in American democracy, but beacons of hope for the world's oppressed citizens. The document reflected Eleanor's strong conviction that international peace could best be achieved if people were assured the fundamental freedom to live and work with dignity. She strove to augment the declaration by extending the humanitarian efforts of other UN organizations, especially those assisting undeveloped countries.

In between UN sessions, she traveled a great deal and received international dignitaries at her New York home, heightening her role as a person extremely respected and knowledgeable of foreign affairs. Her travels took her to the Far East, Europe, the Middle East, North Africa and the Soviet Union, where she not

only met with world leaders, but often made long and tiring trips to schools, hospitals and workplaces. At home she went on lecture tours and was called to consult with President Truman and later with Presidents Eisenhower and Kennedy. She left the UN in 1953 but continued to work for the American Association for the United Nations.

In the 1960 election, she backed Adlai Stevenson and worked hard for what she called “a courageous civil rights plank” at the Democratic National Convention. When John F. Kennedy was nominated instead of Stevenson, she gave him her support. From then on, she and Kennedy maintained a close correspondence and, at his request, she served on the Peace Corps Advisory Council.

Shortly after Kennedy made his first 240 appointments as President, only nine of which were women, Eleanor called at the White House to give him a three-page list of women she considered eligible for high positions in government. The gesture was typical for a woman whose entire life was based upon acting constructively on one’s own beliefs. “It is my conviction that there is almost no area of life which we cannot transform according to our own desires if we want something badly enough, if we have faith in it, and if we work for it with all our hearts,” she wrote in *Tomorrow is Now*, her final book. “It is not too much to say that every bad situation is a result of apathy, of lack of planning, of individuals who think, ‘After all, it’s not my business.’” Kennedy later asked her to chair the first national Commission on the Status of Women.

In early 1962, at age 77, Eleanor increasingly suffered from poor health. Nevertheless she refused to slow her rigorous schedule. She still insisted on hosting the large gatherings at her home at Val-Kill, surrounded by children, grandchildren, great-grandchildren, friends, dignitaries and other guests. She was in the midst of writing a new book which, by autumn, she could only dictate to her assistant, as illness weakened her. However, her mind remained as strong as ever, if not increasingly insightful. “This I know,” she dictated in a barely audible voice. “This I believe with all my heart. If we want a free and peaceful world, if we want to make the deserts bloom and man grow to greater dignity as a human being—we can do it.”

Eleanor Roosevelt died on November 7, 1962.

Materials used for this biography may be found in Resources, page 27.

ELEANOR ROOSEVELT IN MONTANA

Mrs. Roosevelt's "legacy more than anything else was service to mankind...She got out and about" to people during the Depression "because she was all heart."

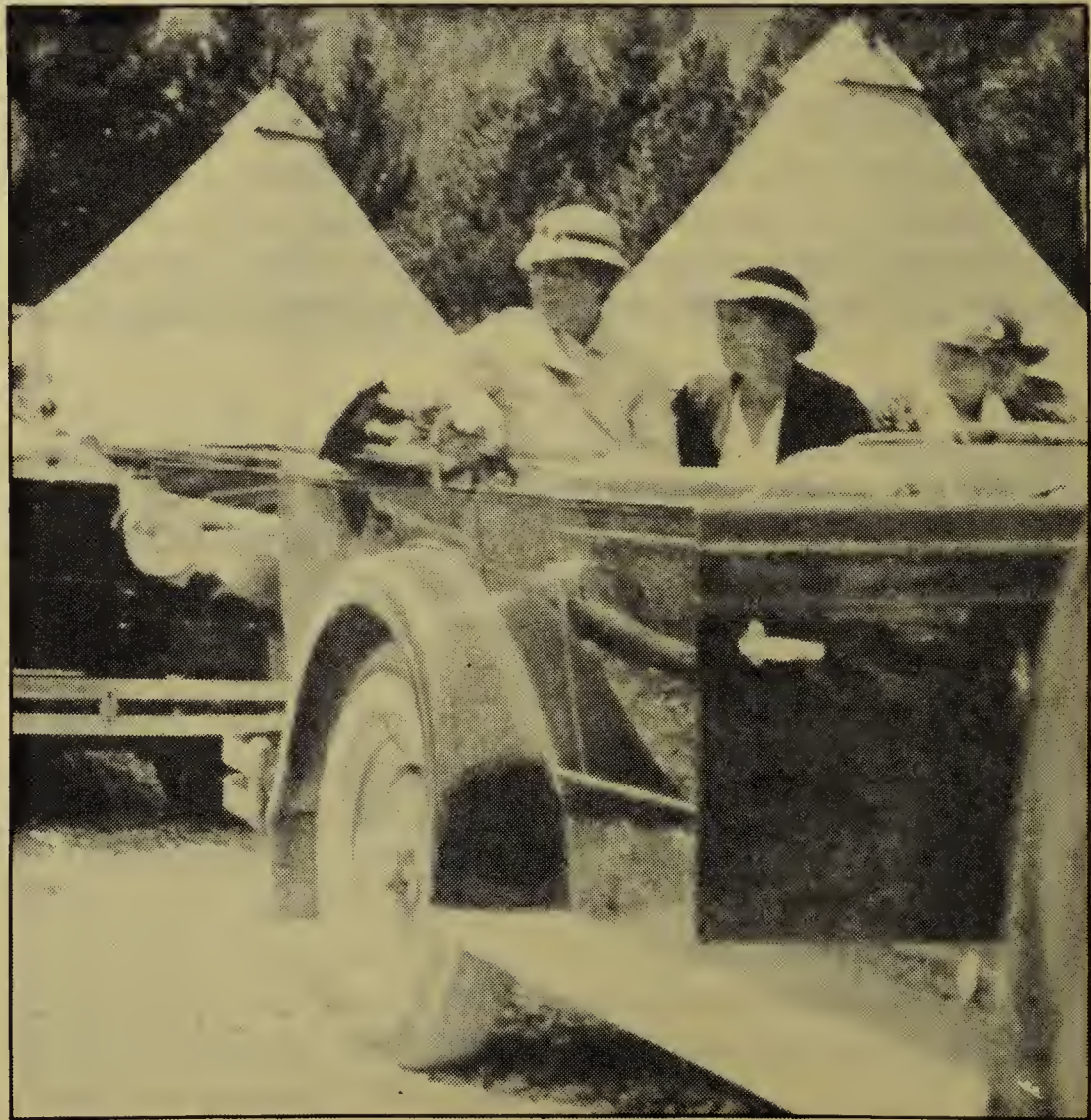
—State District Court Judge Arnold Olsen quoted in the Great Falls *Tribune*. October 1984.

I AM INDEED MUCH surprised at all this fuss over me. It's quite unexpected, but I'm enjoying it immensely." Eleanor Roosevelt's reaction to her reception in Billings, Montana, in November of 1938 may have been one of sincere surprise. But for most Montanans, it was a Western greeting traditionally and warmly extended to persons they admired and respected—and who made the effort to travel to a state that wasn't typically on the itineraries of prominent public officials. Always modest and reluctant to accept credit for work she considered a matter of conscience, Eleanor returned the greeting with the sincerity she afforded to everyone she met on her travels, regardless of their status or the location.

Eleanor visited Montana four times. In 1934 she and President Roosevelt came through the state on an inspection tour of federal water projects in the Northwest, including the massive Missouri River dam under construction at Fort Peck, Montana. The President's special train stopped in Glasgow, Glacier Park, Shelby and Havre. In Glasgow, 15,000 people greeted the presidential party, and the Glasgow High School band played on the depot platform. In a special ceremony, FDR was inducted into the Sioux and Assiniboine tribes.

When the Roosevelts visited a Civilian Conservation Corps camp in Glacier National Park, Norma Keil,* a young homemaker from Conrad, snapped a

*Keil represents Montana on the national advisory committee to the Eleanor Roosevelt Centennial Commission.



Eleanor Roosevelt, left, touring a Civilian Conservation Corps camp in Glacier National Park in 1934. The camp is now Rising Sun Campground. Norma Keil of Conrad, a young homemaker at the time, snapped the photo.

photograph of Eleanor. Keil's memories of the First Lady are inspirational rather than personal. Social issues such as mental illness, poverty and unemployment were not widely discussed until Mrs. Roosevelt began talking and writing about them, Keil recalled to the Great Falls *Tribune* in 1984. Her legacy, Keil remembers, was that of serving all mankind, and few who lived during the late 1920s through the 1960s can forget her profound personal influence.

While most appearances of the President and First Lady were made from the rear platform of their train, the Fort Peck visits allowed more opportunity for meeting Montanans. Mrs. Roosevelt mingled with the crowd "just like a farm lady," recalled Donna Qualey, a Glasgow friend of Norma Keil. The 1934 Fort Peck tour was followed by a dedication ceremony at the dam in 1937, part of a larger Western tour on which the President sought public sentiment on the economic, social and judicial objectives of his administration. That same trip gave FDR a distinction held by only 250 persons each year: to be clawed or bitten by a Yellowstone bear.

On a two-day sightseeing tour of Yellowstone National Park—part of the 1937 Fort Peck trip—the Roosevelts rode through the park in an open car. When they stopped to feed a bear (a practice highly discouraged 50 years later), FDR reached out to it, and the bear grabbed and tore his sleeve as the car moved away. At one hot spring, Eleanor sought the pool that had swallowed her uncle Theodore Roosevelt's laundry many years before.

Mrs. Roosevelt came through Montana again in 1937, on her way home from a family gathering in Seattle. She stopped in Butte and Billings, where she commented on the serious threat of war in Europe. "So long as conflict rages anywhere in the world, there is danger," she is quoted in the December 29, 1937, Great Falls *Tribune*. She also commented on the fact that women strongly supported measures to guarantee peace and to refrain the U.S. from entering the European conflict. Again, in transit to other destinations, she stopped in Billings and Helena in 1938.

After FDR's death in 1945, Eleanor visited Montana twice (1954 and 1958), largely to promote international peace and humanitarian causes. In October of 1954, she spoke in Great Falls as a volunteer for the American Association for the United Nations, which had a Montana chapter. "The UN is only as good as the member nations make it, and if the nations are determined to make it work, it will," she told her audience. She targeted a lack of understanding as the source of opposition to the UN.

Eleanor was one of the first to recognize the dangers of nuclear war. At a Great Falls press conference, she said that the hydrogen bomb "would end the world as we know it." As simplistic as this may seem to us now, many of her contemporaries refused to acknowledge the bomb as little more than a highly technical conventional weapon. In that sense, her insight was not naive but prophetic.

She shared with Montanans a respect for Senator Mike Mansfield, the state's extremely popular senator from Butte. Mansfield was among the many who signed letters of support for awarding Eleanor the Nobel Peace Prize posthumously in 1965. The effort was unsuccessful.

Along with other Americans, Montanans who lived in Eleanor's times shared a deep admiration for her tireless idealism, devotion to social reform and lifelong

"For years I kept a quote by Eleanor Roosevelt on my refrigerator door where I could see it every day and, in my own life, be reminded of her courage. One line of it read, 'The important thing is that you never let down doing the best you were able to do...As long as you did the very best that you were able to do, then that was what you were put here to do and that was what you were accomplishing by being here.'"

—Victoria Braaten
Helena

commitment to improving conditions for all human beings.



MONTANA HISTORICAL SOCIETY

A 1934 tour brought both the President and Eleanor Roosevelt to Fort Peck Dam in northcentral Montana. Left to right: FDR, Col. T.B. Larkin, Secretary of War George M. Dern.

CLASSROOM ACTIVITIES

Real education is knowledge that is not acquired from books alone.

—ELEANOR ROOSEVELT
Ladies Home Journal
January 1942

Teachers are more important than anything except parents in the lives of children.

—ELEANOR ROOSEVELT
Ladies Home Journal
September 1946

There is a wonderful word—Why—that children use. All children. When they stop using it, the reason, too often, is that no one bothered to answer them.

—ELEANOR ROOSEVELT
You Learn By Living

Real education is knowledge that is not acquired from books alone.

—ELEANOR ROOSEVELT
Ladies Home Journal
October 1941

CLASSROOM ACTIVITIES

The following activities are largely designed for upper level students. However, a teacher may readily adapt them for younger students.

BIOGRAPHY

“Make a life come alive” through various activities that highlight the life and works of Eleanor Roosevelt. Students may portray her in “live” skits with costumes, in an oral reading of some of her works or in written essays. These periods may be covered:

Eleanor as a young girl

Eleanor as First Lady

—Life in the White House

—Travel for FDR (U.S. and abroad)

—Work for social justice, women’s rights, political campaigns, etc.

Eleanor at the United Nations

—Travel

—Speeches

—Declaration of Human Rights

—Thoughts about her many years of public service

VOCABULARY

The following are vocabulary words that might be integrated with language arts activities. Feel free to add to the list.

humanitarian

charity

delegate

journalist

interview

career

suffrage

polio

prejudice

social work

citizenship

peace

STUDY QUESTIONS

Eleanor Roosevelt worked on many public issues in her lifetime. As she worked, she felt that changes could not be made unless one actively tried to make them. “For it isn’t enough to talk about peace,” she said. “One must believe in it. One must work at it.”

Have your students explore the following:

1. What is an “issue”? What were some of the issues of Eleanor Roosevelt’s time? What are some of today’s issues? How are people working for them?
2. Eleanor Roosevelt once said, “No one can make you feel inferior without your consent.” How did she make changes in her own life and in the lives of others so that this statement had personal meaning?

Choose any of the quotations dispersed throughout this book, and use them to generate study questions, classroom discussions, ideas for dramatic presentations, essays, actual humanitarian community activities, etc.

Study Montana’s Jeanette Rankin—another “woman of the 20th century” whose causes were peace and women’s rights.

ELEANOR ROOSEVELT RESIGNS FROM THE DAR: A STUDY IN CONSCIENCE

by Elsie T. Freeman, Walter Bodle and Wynell Burroughs

Reprinted from *Social Education* with permission from the National Council for the Social Studies.

"Document of the Month" is a regular feature of Social Education, the journal of the National Council for the Social Studies. It gives teachers and students an opportunity to work with primary source materials from the holdings of the National Archives, a permanent repository of valuable records of the U.S. government.

"Document of the Month" includes supplemental teaching units for use by secondary classes, as well as teaching strategies that emphasize skills such as drawing inferences, detecting bias and developing interpretations of historical evidence.

The November/December 1984 issue of Social Education was devoted to Eleanor Roosevelt. Its "Document of the Month," by Elsie T. Freeman, Walter Bodle and Wynell Burroughs of the Education Division of the National Archives, is reproduced here in its entirety, with permission from the National Council for the Social Studies.

For more information about study units involving National Archives documents, write the Education Division, Office of Public Programs and Exhibits, National Archives and Records Service (GSA), Washington, DC 20408, or call (202) 523-3347.

HISTORICAL BACKGROUND

IN FEBRUARY 1939, HOWARD University, a black institution in Washington D.C., invited internationally famous black contralto Marian Anderson to give a concert. Because their own auditorium was too small to accommodate the expected audience, Howard officials asked Washington-headquartered Daughters of the American Revolution (DAR) to use the DAR auditorium, Constitution Hall, on April 9. The DAR refused, explaining in a press interview reported in the *New York Times* on April 19, that local conditions and custom did not favor such a move. Some years earlier, the interview revealed, the DAR had defied the local custom of segregated seating at public events when it opened Constitution Hall to another distinguished black singer, tenor Roland Hayes. Hayes had refused to sing in a segregated hall, so the DAR responded with open seating. Hayes sang, but those who attended the concert protested the mixed seating so loudly that the DAR subsequently decided to avoid any future problems by adopting a "black exclusion" rule. That rule was invoked in Anderson's case. Washington was a city still reflecting southern racial attitudes.

The District of Columbia Board of Education refused to let Anderson sing in the auditorium of its largest high school unless she agreed to segregated seating, something

she would not do. But the DAR decision was even more uncompromising, even more controversial. Not only did the organization refuse to permit her to perform in a segregated facility, it denied her the use of the hall altogether.

Protest over Anderson's exclusion blazed from black artistic and religious communities, threatening to turn the incident into a national scandal. But when DAR member Eleanor Roosevelt resigned from that organization in protest to its rejections of Anderson's request, the social and political reverberations rang widely and deeply. Eleanor Roosevelt was a member of a family who had come to America in 1640 and had produced two Presidents of the United States. Her beliefs as they evolved were simple, visionary, deeply religious and, in America of the 1930s, revolutionary. In a society where poverty was thought to be fault of the poor rather than of the economic or social system, Eleanor Roosevelt believed in a social order in which everyone had enough to live on and poverty did not exist. She was concerned for the young, for women and for peace. Raised in gentility, she believed in political action.

Unsure of her own powers or direction for many years, Eleanor Roosevelt nevertheless became a quiet, persistent and powerful moral force upon her husband and cousin, Franklin. After his election in 1932, she began to emerge as a political figure in her own right, becoming deeply in-

volved in the Women's Division of the Democratic party (which her husband saw as a way into the American home), in black and white youth groups, in advocacy for the poor and in writing for newspapers and magazines. By 1939, in her husband's second term as president, she was proud that every week she received thousands of letters from Americans asking for advice, solace and relief from the rigors of the Depression. She had broken the traditional mold for First Ladies that had existed since Martha Washington and had been exemplified by her immediate predecessors, Mrs. Coolidge and Mrs. Hoover.

Her support of Marian Anderson was not a surprise to the black community. She had supported justice and equal opportunity for blacks for many years, though her views were not so much in advance of her time as to include integration. (Her gently forthright position was exemplified in her reply to a critic who protested that she had her picture taken eating with a black child at a Hyde Park picnic. "...I believe it never hurts to be kind. Eating with someone does not mean you believe in intermarriage," her biographer, Joseph Lash, quotes her as saying.) As early as 1932 she had been vilified in cartoons and in print by the southern

press and some northern newspapers for attending black meetings, inviting racially mixed groups to the White House, urging her husband to appoint a black woman to head federal black relief programs, visiting black sharecroppers in their homes and supporting NAACP anti-lynching legislation.

Her husband trod gently in these arenas, fearing the loss of white southern votes. But Republican effort in the election of 1936 to split southern Democratic votes by exploiting Eleanor's racial views failed miserably; the party was solid. In the North, historically Republican blacks switched for the first time to the Democratic party. At the heart of this profound shift in party loyalty was the admiration blacks felt for Eleanor Roosevelt's moral determination and her activity on their behalf. Years later, Walter White, longtime president of the NAACP, said that in his darkest moments the thought of Eleanor Roosevelt kept him from hating all white people.

Although her support of blacks had helped President Roosevelt's reelection in 1936, members of his Cabinet mistrusted Eleanor's activity, and her resignation from the

LETTER WRITTEN BY ELEANOR ROOSEVELT ON RESIGNING FROM THE DAR

(The original letter was typed.)

February 26, 1939

My dear Mrs. [Henry M.] Robert: [Jr.]

I am afraid that I have never been a very useful member of the Daughters of the American Revolution, so I know it will make very little difference to you whether I resign, or whether I continue to be a member of your organization.

However, I am in complete disagreement with the attitude taken in refusing Constitution Hall to a great artist. You have set an example which seems to me unfortunate, and I feel obliged to send in to you my resignation. You had an opportunity to lead in an enlightened way and it seems to me that your organization has failed.

I realize that many people will not agree with me, but feeling as I do this seems to me the only proper procedure to follow.

Very sincerely yours,

From the Eleanor Roosevelt Papers, Box 1522 in the Franklin D. Roosevelt Library, Hyde Park, New York.

DAR in 1939 on behalf of Marian Anderson confirmed that mistrust. Henry Wallace, Secretary of Agriculture, into whose departmental restaurant no black dared come; John Nance Garner, Vice President and prospective Democratic candidate for the presidency in 1940; and James Farley, chairman of the Democratic party, disapproved of her action. Only Harold Ickes, Secretary of the Interior and a past NAACP chapter president, proved to be a supporter.

To a nation, Eleanor's personal act of conscience in resigning from the DAR was a stunning public statement. A Gallup poll reported that 67 percent of the public approved of her action. Moving on this tide, both impresario Sol Hurok, Anderson's manager, and Walter White proposed to Ickes that Anderson give an open-air concert at the Lincoln Memorial. Ickes promptly agreed, and the concert was widely publicized. On April 9, when Marian Anderson sang at the foot of the great statue of Lincoln, 75,000 people, most of them black, were there to hear her. She began with "America" and ended with "Nobody Knows the Trouble I've Seen." Ickes, who introduced her, later wrote, "I have never heard such a voice...the whole setting was unique,

majestic and impressive." An artistic and political triumph, the concert received overwhelming press and public approval. Whatever her reasons, Eleanor Roosevelt did not attend.

The event had political consequences. The most immediate was the collapse of John Nance Garner's hopes for the 1940 Democratic party presidential nomination. His refusal even to acknowledge the invitation sent to him alienated both blacks and whites. The longer-range consequences, though harder to measure, were great. FDR won a third term in 1940 with the overwhelming support of white liberals and northern blacks. Eleanor Roosevelt's role as a White House lobbyist on behalf of blacks was strengthened, and her support of black concerns was influential in keeping the black vote Democratic. As war approached, the issue of black rights in the military became a central one, and Eleanor was her husband's constant conscience and mover. Oddly enough, she had never viewed her resignation from the DAR as more than a personal statement, one that would neither engage public attention or change events.

LETTER FROM MRS. HENRY M. ROBERT, JR. OF THE DAR

(The original letter was handwritten.)

Mrs. Henry M. Robert, Jr.
President General
National Society of the Daughters of the American Revolution
Memorial Continental Hall, Washington, D.C.

My dear Mrs. Roosevelt:

Your letter of resignation reaches me in Colorado on my return from the far West. I greatly regret that you found this action necessary. Our society is engaged in the education for citizenship and the humanitarian service in which we know you to be vitally interested.

I am indeed sorry not to have been in Washington at this time. Perhaps I might have been able to remove some of the misunderstanding and to have presented to you personally the attitude of the Society.

With best wishes always,

Very sincerely,

Mrs. [Henry M.] Robert

From the Eleanor Roosevelt Papers, Box 1522 in the Franklin D. Roosevelt Library, Hyde Park, New York.

TEACHING ACTIVITIES

The following activities vary according to ability level. We recommend that you review the activities and select the one most consistent with your class objectives.

1. The Inductive Detective

These documents (pages 23 and 24) lend themselves to some detective work. Present both letters to the students. Ask them to determine the facts of the situation. *The unsigned letter*: What is the date of the letter? Who is Mrs. Robert? What and where is Constitution Hall? Who is the "great artist"? Who wrote the unsigned letter? Why is the letter unsigned? What is the complaint? What action is the writer taking? What is the tone of the letter? *The response from Mrs. Robert*: Why is it a hand-written note? What is Mrs. Robert's response? What is her tone?

As a summary of the activity, read the historical background to the students.

2. Interpretations of Purpose and Intent

After explaining the historical background of the two letters, provide the students with copies of the letters. Allow time for the students to read them carefully. Ask the students to interpret the content of the letters through discussion of the following question: Is Mrs. Roosevelt's letter a move of an activist or a personal act of conscience? Is there a difference between the two? If so, what is the difference? What factors might separate a "personal" statement from a "political" one? What elements of Mrs. Roosevelt's letter suggest a position of strong protest? Do any phrases indicate a position of weakness or casual concern? What could explain Mrs. Roosevelt's failure to use the artist's name? What evidence in the response indicates that the DAR is concerned about Mrs. Roosevelt's resignation? Does the response of the DAR attempt to change Mrs. Roosevelt's opinion? Knowing the historical background surrounding the DAR's decision, do you consider the response to Mrs. Roosevelt firm, adequate or weak? Would Mrs. Roosevelt consider the response as adequate? Would another member of the DAR consider the response adequate?

3. Related Topics and Questions for Research and Reports

For further study of the issues surrounding these letters, ask the students to conduct independent research and make reports from the following suggestions.

A. What is the current position of the DAR regarding black membership, the Marian Anderson incident and current humanitarian efforts?

B. What role did Eleanor Roosevelt play in the elections of Franklin D. Roosevelt; in the formation of FDR's views

and actions on racial issues; in the campaigns of Adlai Stevenson; and in issues that were important to labor, women, children, immigrants, the aged and the unemployed? What influences did Mrs. Roosevelt's syndicated column "My Day" have on readers?

C. Read biographical materials and report on Marian Anderson's childhood, education, career, accomplishments and awards.

D. Read biographical material on current minority musical stars to determine the general type and quality of their education and training.

E. Conduct personal interviews with musicians or artists on the subject of travel and accommodation restrictions during the 1930s, '40s and '50s.

F. Investigate current practices with respect to race and gender of organizations such as Rotary International, Elks Club, DAR and public and private country clubs.

G. Compare the roles of the First Ladies. What are the various models (e.g., traditional, political activist, social and moral reformers)? Contrast the involvement of recent First Ladies as political and social activists.

4. Discussion

Consider and discuss with the students the question: Are there ever any valid reasons for which the use of a public auditorium or stadium might be denied to an individual or group?

5. Puzzle

For vocabulary study, provide the students with copies of the puzzle on the next page.

PUZZLE TO DISCOVER THE NAME OF THE MYSTERY “GREAT ARTIST”

1. H , _____ I A N
2. _____
3. C _____ _____ H
4. E _____ R
5. _____ S I G _____
6. _____ Y
7. _____ G H T _____
8. _____ _____
9. E G _____
10. _____ C R I M _____

Using these clues, fill in the blanks in the words above:

1. one who has regard for the interests of all mankind
2. Daughters of the American Revolution (abbreviation)
3. performance auditorium in the District of Columbia
4. Mrs. Roosevelt's first name
5. the act of resigning
6. stuffed animal named after Mrs. Roosevelt's famous uncle (T.R.)
7. to give intellectual light to
8. the second month
9. to separate races in, for example, housing, schools, transportation
10. the act of treating one person or group differently from another

In order in which they occur above, place the circled letters on the following spaces to name the mystery “great artist.”

The artist is _____

RESOURCES

Every human being has a need to feel needed, to feel essential, to feel important.

—ELEANOR ROOSEVELT

If democracy had saints—and no other cause demands a greater selflessness, a greater devotion—Mrs. Roosevelt would be one. She proved her faith in action as saints do. And, her memory may restore a measure of it to her country.

—ARCHIBALD MACLEISH

Her candle has lit the world.

—ADLAI STEVENSON

BOOKS

BOOKS BY ELEANOR ROOSEVELT

The Autobiography of Eleanor Roosevelt, Harper, New York, 1961 (grades 9 and up).

A one-volume personal narrative selected from three volumes of Eleanor Roosevelt's memoirs. A final chapter, which she added for this book, tells of her activities through the 1960 elections. The book gives many warm, intimate glimpses of Roosevelt's life.

Christmas, A.A. Knopf, New York, 1940.

Eleanor Roosevelt's Book of Common Sense Etiquette, Macmillan, New York, 1962.

If You Ask Me, Appleton-Century, New York, 1953.

India and the Awakening East, Harper, New York, 1953.

It Seems to Me, Norton, New York, 1954.

It's Up to the Woman, Stokes, New York, 1933.

The Moral Basis of Democracy, Howell, Soskin, New York, 1940.

My Days, Dodge, New York, 1938.

On My Own, Harper, New York, 1958.

This I Remember, Harper, New York, 1949.

This is My Story, Harper, New York, 1937.

This Troubled World, Kinsey, New York, 1938.

Tomorrow is Now (with Elinore Denniston), Harper & Row, 1963.

A Trip to Washington with Bobby and Betty, Dodge, New York, 1935.

When You Grow Up to Vote, Houghton Mifflin, Boston and New York, 1932.

You Learn by Living, Harper, New York, 1960.

UN: Today and Tomorrow (with William Dewitt), Harper, New York, 1953.

Your Teens and Mine (with Helen Ferris), Doubleday, Garden City, New York, 1961.

Ladies of Courage (with Lorena Hickok), Putnam, New York, 1954.

Partners: The United Nations and Youth (with Helen Ferris), Doubleday, Garden City, New York, 1950.

This is America (with Frances Cooke MacGregor), Putnam, New York, 1942.

Mother and Daughter (letters of Eleanor Roosevelt and Anna Roosevelt Halsted), Bernard Asbell, ed., Coward, McCann and Geoghegan, 1982.

Growing Toward Peace (with Regina Tor), Random House, New York, 1960.

SELECTED BOOKS ABOUT ELEANOR ROOSEVELT

Douglas, Helen Gahagan. *The Eleanor Roosevelt We Remember*, Hill & Wang, New York, 1963.

Gurewitsch, A. David. *Eleanor Roosevelt: Her Day—A Personal Album*, Quadrangle, New York, 1974.

Hareven, Tamara. *Eleanor Roosevelt: An American Conscience*, Quadrangle, Chicago, 1968.

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- Hickok, Lorena. *Eleanor Roosevelt: Reluctant First Lady*, Dodd Mead, New York, 1980 edition.
- Hoff-Wilson, Joan, and Marjorie Lightman, eds. *Without Precedent: The Life and Career of Eleanor Roosevelt*, Indiana University Press, Bloomington, 1984.
- Hoff-Wilson, Joan et al. "Eleanor Roosevelt: A Centennial of Remembrance and Reappraisal," *Social Education*, November/December 1984, Vol. 48, No. 7, pp. 521-550.
- Lash, Joseph P. *Eleanor Roosevelt: A Friend's Memoir*, Doubleday, New York, 1964.
- _____. *Eleanor and Franklin*, Norton, New York, 1971.
- _____. *Eleanor: The Years Alone*, Norton, New York, 1972.
- _____. *Love, Eleanor*, Doubleday, New York, 1982.
- _____. *Life Was Meant To Be Lived*, Norton, New York, 1984.
- MacLeish, Archibald. *The Eleanor Roosevelt Story*, Houghton Mifflin, Boston, 1965.
- McKown, Robin. *Eleanor Roosevelt's World*, Grosset & Dunlap, New York, 1964.
- Roosevelt, Elliott. *Eleanor Roosevelt, With Love: A Centenary Remembrance*, Dutton, New York, 1984.
- Steinberg, Alfred. *Mrs. R.: The Life of Eleanor Roosevelt*, Putnam, New York, 1958.
- Ward, Geoffrey C. "Eleanor Roosevelt Drew Her Strength From a Sanctuary Called Val-Kill," *Smithsonian*, October 1984, Vol. 15, No. 7, pp. 62-73.

BOOKS FOR YOUNG PEOPLE

Because they are older, some books will contain gender bias or narrow views of women in history. Bear this in mind when selecting books for your class. Her Way: A Guide to Biographies of Women for Young People by Mary-Ellen Siegel (2nd edition, American Library Association) gives excellent guidance in biography selection. Some of the materials listed below are from Siegel's guide.

- Blassingame, Wyatt. *Eleanor Roosevelt*, illus., Putnam, New York, 1964 (grades 2-3).
- Davidson, Margaret. *Story of Eleanor Roosevelt*, illus., Four Winds Press, 1969 (grades 4-6).
- Gilbert, Miriam. *Shy Girl: The Story of Eleanor Roosevelt*, Doubleday, New York, 1965 (grades 5-9).
- Goodsell, Jane. *Eleanor Roosevelt*, illus., Crowell, 1965 (grades 1-3).
- Graves, Charles. *Eleanor Roosevelt: First Lady of the Land*, illus., Garrard, 1965 (grades 2-5).
- Johnson, Ann Donegan. *The Value of Caring: The Story of Eleanor Roosevelt*, illus., Value Communications, 1977 (grades K-3).
- Richards, Kenneth. *Eleanor Roosevelt*, illus., Children's Press (grades 6 and up).
- Roosevelt, Eleanor. *The Autobiography of Eleanor Roosevelt*, Harper, 1961 (grades 9 and up).
- Also see "Books by Eleanor Roosevelt" above.
- Roosevelt, Elliott. *Eleanor Roosevelt, With Love: A Centenary Remembrance*, illus., Dutton, 1984 (grades 9 and up).
- Whitney, Sharon. *Eleanor Roosevelt*, illus., Franklin Watts, 1982 (grades 7 and up).

ADDITIONAL RESOURCES

The following resources may be purchased from the National Women's History Resource Service, PO Box 3716, Santa Rosa, CA 95402. Catalogue available on request.

- Brin, Ruth F. **Contributions of Women: Social Reform**, Dillon Press, 1980 (grades 7-12).

Collins, Jean E. *She Was There: Stories of Pioneering Women Journalists*, Messner Press, 1980 (grades 6-10).

Conta, Marcia Maher. *Women For Human Rights*, Raintree Publishers, 1979 (grades 4-7).

Stallone, Carol N. *Faces and Phases of Women*, National Women's Hall of Fame, 1983 (grades 6-9).

Stallone, Carol N., ed. *National Women's Hall of Fame Coloring Book*, (grades 6-9). Includes a line drawing of Eleanor Roosevelt.

Folkways Records. *But The Women Rose* (Vol. 2). Includes the words of Eleanor Roosevelt and many other women important to U.S. history.

CURRICULAR MATERIALS

National Women's History Project, *Eleanor Roosevelt: Centennial 1884-1984*, curriculum kit K-6. PO Box 3716, Santa Rosa, CA 95402.

Hoff-Wilson, Joan. "Eleanor Roosevelt: A Centennial of Remembrance and Reappraisal," *Social Education*, November/December 1984, Vol. 48, No. 7, pp. 521-550.

Includes material on Eleanor Roosevelt, women in history, treatment of women in classroom history textbooks and a selected bibliography of recommended biographies of women.

ERIC Document Reproduction Service, PO Box 190, Arlington, VA 22210. Materials on women in history—e.g., the culture of Southern black women, National Women's History Week study guide, approaches to women's history, women and culture, etc.

See ERIC index, *Resources in Education* (available in most libraries), for complete listings of paper copy or microfiche study units and ordering information.

FILMS

From the Office of Public Instruction Audiovisual Library

For information on how to rent a film from the OPI Audiovisual Library, see your film coordinator or write: Office of Public Instruction Audiovisual Film Library, State Capitol, Helena, MT 59620 (1-800-332-3402).

8328 **American First Ladies**

Shows how America's First Ladies shaped our social and cultural traditions and customs. Also brings out the individualism of each First Lady and her contribution to her time. (1975, grades 4-12, color, 24 min.)

5021 **Twenty-Nine and Thirties Depression**

Presents the events of the late 1920s and 1930s and analyzes their causes and significance. Reviews legislation by FDR administration designed to alleviate the Depression and avoid future economic collapse. (1961, grades 9-adult, 15 min.)

6112 **We, The People**

How people's desire for peace and human rights and their abhorrence for war led to the need for the United Nations. This film reviews the aims of the U.N. charter and the organization formed to carry them out. (1965, grades 7-10, color, 10 min.)

6392 **Franklin Delano Roosevelt: The New Deal**

Covers the years between 1933 and 1940, when FDR was leading the country through the Great Depression. Also records his early life from birth to inauguration as President. (1967, grades 5-9, 26 min.)

6392 **Franklin Delano Roosevelt: The New Deal**

Begins with the campaign of 1940 that won FDR another term as President. Covers FDR's leadership during World War II and continues to his death in 1945. (1967, grades 4-12, 26 min.)

8410 **The New Deal**

Analyzes the New Deal as a response to the massive problems of the Great Depression. (1957, grades 7-12, color, 25 min.)

From Other Sources

First Ladies of the World: Eleanor Roosevelt

For purchase or rental from Aims Media, Inc., 626 Justin Ave., Glendale, CA 91201 (25 min.)

The Eleanor Roosevelt Story

For purchase or rental from Films Incorporated, 733 Green Bay Road, Wilmette, IL 60091. (90 min.)

Eleanor and Franklin

Stars Jane Alexander and Edward Hermann. For purchase from Time-Life Video, Time-Life Building, New York, NY 10020 (*film or videocassette*).

Soul of Iron (15 min., featuring Jean Stapleton)

Val-Kill: A Small Place (20 min.)

Eleanor Roosevelt, The First Lady of Dutchess County (40 min.)

Rental (no fee, but small charge for handling and a donation are expected). ERVK Inc., Box 255, Hyde Park, NY 12538

NOTES

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